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ABSTRACT

The Adult Learner Competencies Project included literature and consultation with adult education practitioners in Pennsylvania to establish competencies that can be used by all Adult Basic and Literacy Education (ABLE) providers in the state. The lists that were developed through the project, and which form the major part of this document, are intended to provide practitioners with a framework for designing curricula; assist practitioners in linking specific basic skills development with learner-selected activities and tasks; and provide better documentation for all programs. This report contains competency lists and sample instructional applications for three skill levels for skills in communication, numeracy, higher order skills, and extended literacy. Each competency includes a goal, objectives and subobjectives, and sample instructional applications in the areas of family, community and citizenship, and work. The report also contains suggestions for linking the adult learner competencies with assessment plans. (KC)

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FOR THE STUDY
OF ADULT
LITERACY

Adult Learner Skills Competencies

A Framework for Developing Curricula in Adult Contexts and Linking Instruction to Assessment

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PRODUCT

Adult Learner Skills Competencies

A Framework for Developing Curricula in Adult Contexts and Linking Instruction to Assessment

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BUREAU OF ADULT BASIC & LITERACY EDUCATION
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PENNSYLVANIA DEPARTMENT OF EDUCATION
Special Project

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ADULT LEARNER SKILLS COMPETENCIES

A FRAMEWORK FOR DEVELOPING CURRICULA IN ADULT CONTEXTS AND LINKING INSTRUCTION TO ASSESSMENT

Purpose of Project

The purpose of the Adult Learner Competencies Project was to research the literature and consult with adult education practitioners in the Commonwealth to establish competencies that can be used by all Adult Basic and Literacy Education (ABLE) providers in Pennsylvania. It is expected that the lists outlined in this report will —

- provide practitioners with a framework for designing curricula that reflect adults' roles as family members, citizens, and workers and their application of basic skills within these contexts;
- assist practitioners in linking specific basic skills development more closely with learner-selected activities and tasks;
- assist practitioners in linking curricula to program assessment plans;
- assist programs participating in the EQuaL initiative by providing a backdrop for reflecting on current instructional and assessment practices and developing program improvement plans; and
- provide the Bureau of ABLE with a framework that can be used to expand efforts to document learner gains and, ultimately, contribute to improved accountability procedures for Pennsylvania ABLE programs.

Organization of Report

Adult educators can use this report to review the competency lists and sample instructional applications of the competencies; consider links between the competencies and assessment; and, consider future opportunities for expanding the use of the competency lists in the Commonwealth.

Future of Learner Competencies

Nationally, discussion about and lists of adult learner competencies, competency-based assessments, and adult learner outcomes are not new. These issues also have been considered at the state level, including, for example, several Section 353 Special Demonstration projects funded over the past 18 years that have focused specifically on competencies. The current interest in competencies, however, focuses on several intertwined areas of concern to adult educators, including the need for improved program accountability, changes in adult education legislation and funding, and concerns about the effectiveness of current adult curricula and learner assessment practices. Several states (e.g., Iowa, Connecticut) have undertaken initiatives to develop statewide adult learner competences that are used to plan program improvements and guide assessment. In addition, the National Institute for Literacy's *Equipped for the Future* initiative is designing a standards-base system for reform that focuses on adults' purposes for learning and adult roles. This initiative is expected to have widespread impact on adult basic and literacy education services nationwide. See *Research and Development of Pennsylvania-Specific Adult Learner Competencies in Family, Work, and Community Contexts* (Van Horn, 1997) for a review of these issues.

Although this report introduces the competency lists and provides some suggestions for implementing them, it does not train practitioners to use the competencies. This section of the report, therefore, provides a preview of a 1997-98 Section 353 project that will develop a

training module and resource guide focusing on using the competencies for program improvement.

The integration of adult learner competencies into ABLE program practices in Pennsylvania also suggests future development focusing on the design of curriculum modules and of informal but structured procedures for documenting learner outcomes. This section, therefore, also outlines these potential applications of the competencies.

Competencies and Sample Applications

Competency Lists

This section lists the adult learner competencies in three levels mirroring the commonly used designations of basic (Level 1), intermediate (Level 2), and advanced (Level 3) skill achievement.

1. Adult learners functioning at the basic level have skills ranging from minimal up to a traditional pre-GED level (grade equivalent 0-4).
2. Adult learners functioning at the intermediate level have skills ranging from pre-GED up to GED preparation level (grade equivalent 5-8).
3. Adult learners functioning at the advanced level have skills ranging from GED preparation to postsecondary preparation (grade equivalent 9+).

The competencies in each level represent skill goals that learners should accomplish before progressing to the next level; they describe skills that learners are striving toward rather than where the learners are currently functioning. Progress can be measured through the results of standardized assessments with which the competencies are linked and through informal measures documenting the learner's ability to apply selected skills in various contexts. These links are outlined in the section *Competencies and Assessment Plans*.

Within each level, competencies are organized by communication (i.e., reading, listening, writing, and speaking), numeracy, and higher order skills. Extended literacy skills based on SCANS competencies (also known as "soft skills", life skills, or employability skills) are also listed for each level. Skills may be repeated throughout the levels, since learners tend to refine and expand their proficiency throughout the educational process. For example, adults at the beginning level of reading may learn and practice basic comprehension strategies; however, their application of the strategies will become more complex as the individual applies them with more difficult and diverse topics and materials.

Sample Instructional Applications

A summary chart at the end of each level provides examples of the competencies as applied in three adult contexts — family member, worker, community member/citizen. These contexts reflect the National Institute for Literacy's *Equipped for the Future* role maps. A fourth context, that of personal development, is not listed separately in the EFF role maps although it has been suggested by various educators in the field, particularly those working with adults functioning at the basic level. This context is included, however, as a broad area of responsibility — managing personal growth — within the family member role map.

Instructors are encouraged to think in terms of contextual education to address the learners' knowledge and skills needs and interests. This perspective has several potential benefits for learners:

- *Instruction is based on adults' desire for access to relevant and useful information.* The skills competencies are not meant to be a checklist; they are meant to be used as a tool to

assist in reconceptualizing ABLE curricula and effective practice. Program staff can use the competencies as a framework to support instruction focused on teaching foundation, or basic, skills within contexts that are meaningful and applicable to adults' lives.

- *Although the basic skills provide an instructional focus, these skills are learned within a relevant and meaningful context.* This approach supports both learners' and practitioners' instructional needs. Learning and improving skills involves extensive practice. Many adults are more interested in learning to complete specific tasks related to daily living (e.g., Interpret medicine labels.) than in practicing skills — even when practicing the skills would help them be more successful in completing the selected task. The context, therefore, provides motivation and sustains interest. On the other hand, teaching individuals to perform a task can present obstacles for instructors since several skills are often embedded in the task. Instructors may find it difficult to identify the underlying skills necessary for completing the task successfully. In addition, it is often difficult to identify the learners' skill strengths and weaknesses based on their ability to perform the task. For example, if learners cannot interpret medicine labels, does it mean that they cannot decode the words, understand the vocabulary or measurements (e.g., teaspoon), or comprehend the sequence of instructions. Therefore, instructors can improve their practice by focusing on building proficiency in the underlying skills within a context that interests the learners.
- *Targeting specific skills and their application in different contexts fosters skill transfer.* Adult learners can improve their ability to transfer the application of skills to different contexts through practice. Therefore, instructors might offer the necessary practice by providing learners with opportunities to apply specific skills competencies learned in one context (e.g. problem-solving in a family-related situation) to a workplace or community context. Instructors also can support this transfer through modeling and direct instruction to make connections between the skills and contexts explicit.

NOTE: The adult learner competencies outlined in this report focus on the skills of adults who are native speakers of English. Providers who work with adults for whom English is a Second Language (ESL) will find connections between these lists and competencies traditionally taught in ESL programs; however, they should consult the results of previous work on ESL-specific competencies. Development in this area has been completed by the Comprehensive Adult Student Assessment System (CASAS), the U. S. Department of Health and Human Services Office of Refugee Resettlement's 1985 Mainstream English Language Training (MELT) Program, and California Department of Education's *English as a Second Language Model Standards for Adult Education Programs*.

Competencies and Assessment Plans

This section illustrates the connection between the adult learner competencies and specific standardized assessment instruments. These connections as well as the competencies lists will assist providers in designing their programs' assessment plans. Although this section is placed after information on the competencies and sample instructional applications, that does not infer that assessment should be the last issue considered in developing instructional and assessment plans. In fact, the two — instruction and assessment — should be closely linked if programs expect learner accomplishments to be evident in assessment results. Program staff should carefully review their program's goals and instructional plans and processes when considering adoption of specific assessment instruments. The competency lists can provide a tool for staff as they explore the possible links between these two educational components. Additional information about selecting assessment instruments may be found in the Bureau of ABLE's *Assessment and Adult Learners: Getting the Most from Standardized and Informal Assessment Instruments* (Van Horn, Carman, Askov, & Jenkins, 1996).

Assessment planning allows adult educators to consider "the big picture" for their program, to encourage the use of various complementary assessment tools to measure progress, and to ensure that all stakeholders' information needs are being met. Additional information on assessment planning can be found in the Bureau of ABLE's *Assessment for Adult Learners Training Module for Practitioners* (Forlizzi, Van Horn, & Molek, 1997).

Future of Learner Competencies

Technical Assistance for ABLE Practitioners

The competencies described in this report are simply a listing of specific skills with subskills reflecting increasing complexity at each level and sample applications. These lists, however, do not provide guidelines for using the competencies to improve practice. Therefore, the Bureau of Adult Basic and Literacy Education, with Section 353 funds, is supporting the development of a professional development module and resource guide for practitioners in 1997-98.

Project staff will develop and pilot test a professional development module, linking the competencies to contextualized, competency-based educational practices (e.g., curricula, instruction, and assessment). The purpose of the module will be to introduce the skills competencies and provide practice in using them to design contextualized, competency-based curricula; focus attention on using instructional practices that support skill development within relevant adult contexts; and assist in linking instructional practices with assessment plans to improve learner outcomes and program accountability.

The resource guide will highlight exemplary curricula and instructional materials that support the use of the competencies to build learners' skills in the context of their roles as workers, family members and citizens. Information about commercially available instructional materials and 353 products will be correlated with the competencies and with the specific adult contexts. In-kind contributions from selected commercial publishers will provide the Bureau's professional development and literacy resource centers with samples of instructional materials included in the resource guide. Use of this guide will be an integral part of the professional development module.

Applications of Competencies in Curriculum and Assessment

The integration of skills competencies into ABLE program practices also suggests future development focusing on the design of skill-focused, contextualized curriculum and development of informal but structured procedures for documenting learner outcomes.

Curriculum and Instruction

Most adults are interested in learning useful and relevant information as they practice necessary skills. Teaching that integrates skills with relevant context is often called contextualized instruction. Although contextualized instruction provides learners with opportunities to broaden their knowledge — and build schema, or knowledge structures, that can expand comprehension — as they improve basic skills, few currently available instructional materials integrate the two components. For example, workbooks include items in which the learner practices targeted skills that have been couched in adult experiences; however, the contexts for these experiences usually differ from exercise to exercise (e.g., one reading selection on budgeting, one on workplace safety). The lack of continuity discourages the development of useful knowledge about any one of the contexts. On the other hand, other materials, often called "enrichment" materials, provide information on topics of interest to adults. Unfortunately, many lack practice in basic skills (e.g., vocabulary exercises,

comprehension guides, etc.) that would expand their usefulness for instruction and practice. Since many existing materials lack continuity or the integration of skills and knowledge, curriculum developers have the opportunity to use the skills competencies as well as information on adults' informational needs and interests to design exemplary contextualized curricula and instructional materials for adult learners.

Assessment

The skills competencies also have potential applications in the area of learner assessment. Historically, competency-based assessment has taken one of two basic approaches: *applied performance* (e.g., External Diploma Program) in which individuals demonstrate competence by completing various real-life tasks or *standardized testing* (e.g., CASAS) in which individuals demonstrate competence by successfully completing a competency-based exam. Both approaches focus on the effective application of literacy skills to accomplish common tasks such as accessing the health care system or appying for a job. Some states (e.g., Oregon, Connecticut, California), in fact, have pioneered statewide competency-based curriculum and assessment systems for adult basic and literacy education. Colorado also has developed and implemented a competency-linked portfolio assessment process leading to a Certificate of Accomplishment. These statewide efforts are relatively new initiatives, and resulting changes in the adult education system have yet to be fully evaluated. On the other hand, their work in the area of competency-based assessment can inform Pennsylvania's plans for ABLE program improvement.

Skills competencies also can provide a framework for developing more focused and specific educational plans with adult learners. By linking the skills competencies to specific adult roles, learners will more easily see the connections between their personal goals and skill development, and instructors will have more detailed instructional and assessment plans. For example, an instructor and learner can identify specific employment-related educational needs; these needs, then, can be linked to the skills competencies to create an instructional plan and expected outcomes. Although informal rather than standardized assessment might be used to determine the learner's accomplishment of the expected outcomes, providers and adult learners could more clearly track progress toward achieving context-specific literacy-related goals. The learner's successful completion of the plan also can be shared with potential employers, detailing the individual's ability to apply literacy skills to perform specific work-related tasks.

Adult Learner Competencies

LEVEL 1 (Basic)

COMMUNICATION

Reading

Reading Goal: On achieving Level 1 reading competencies, the learner will use basic word recognition and comprehension skills and strategies to read simple materials on familiar topics.

1. Use word recognition skills to decode, pronounce, and comprehend the meaning of familiar words and of new words introduced through instruction.
   - 1.1 Recognize selected words by sight (sight vocabulary).
   - 1.2 Apply basic symbol/sound correspondences for the letters of the alphabet to pronounce and identify words (phonics skills).
   - 1.3 Apply basic language patterns (e.g., syllables, common affixes) to pronounce and identify words.
   - 1.4 Use context clues to identify unfamiliar words.
   - 1.5 Use references (e.g., dictionary, glossary) as source of information about unfamiliar words in text.

2. Demonstrate fluency in reading orally from familiar materials.

3. Demonstrate knowledge of principles of alphabetization.
   - 3.1 Apply knowledge to arrange selected words in alphabetical order.
   - 3.2 Apply knowledge to locate information listed in alphabetic order (e.g., names and/or businesses in telephone book; words in dictionary).

4. Demonstrate knowledge of vocabulary in selected instructional contexts.
   - 4.1 Identify and comprehend the meaning of basic functional (i.e., life skills), occupational, and content-specific (i.e., academic) vocabulary.
   - 4.2 Use context clues and the meaning of common affixes to select or infer the meaning unfamiliar words and to distinguish meanings of homographs and words with multiple meanings.
   - 4.3 Apply vocabulary knowledge to comprehending text on familiar topics those introduced through instruction.

5. Read and interpret common signs, symbols, and abbreviations.
   - 5.1 Identify and interpret basic social and survival signs (e.g., classified ads, clothing labels, road signs, and alpha-numeric codes, such as aisle numbers).
   - 5.2 Identify and interpret common safety codes and symbols.
   - 5.3 Identify and interpret commonly-used abbreviations (e.g., weights, measures, and sizes).
   - 5.4 Apply knowledge of signs, symbols, and abbreviations to comprehend and perform simple tasks (e.g., recipes, prescriptions, public signs, laundering labels).

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6. Read and interpret simple documents (i.e., tables, schedules, charts, graphs, maps, forms).
   - 6.1 Locate information in simple documents.
   - 6.2 Follow directions for completing common documents (e.g., forms, schedules).
   - 6.3 Interpret abbreviations commonly used in documents.
   - 6.4 Apply knowledge of simple documents to perform basic tasks.

7. Demonstrate literal and inferential comprehension of simply written materials.
   - 7.1 Identify directly stated main ideas.
   - 7.2 Identify inferred main ideas.
   - 7.3 Locate directly stated details (e.g., examples, facts, descriptions, reasons) that contribute to understanding the main idea.
   - 7.4 Paraphrase and summarize (e.g., retell, recall, or explain) information in simple texts.
   - 7.5 Draw conclusions based on details in the text.
   - 7.6 Identify and interpret basic figurative language (e.g., similes, metaphors) and idioms.

8. Apply basic comprehension-monitoring (metacognitive) strategies.
   - 8.1 Use pre-reading strategies (e.g., prediction, questioning, prior knowledge).
   - 8.2 Use comprehension checking strategies (e.g., rereading, self-questioning).

Adult Learner Competencies

LEVEL 1 (Basic)

COMMUNICATION

Listening

Goal: On achieving Level 1 listening competencies, the learner will use basic listening skills to interpret orally presented information on familiar topics.

1. Demonstrate knowledge of basic oral communication conventions.
   - 1.1 Understand and respond to common nonverbal gestures (e.g., eye contact, facial expressions, gestures, and conversational pauses).
   - 1.2 Listen attentively (e.g., demonstrate attentiveness through nonverbal or verbal behaviors).
   - 1.3 Demonstrate understanding of everyday conversation, stories, and other kinds of oral communication by paraphrasing or retelling.

2. Apply active listening skills to simple verbal messages.
   - 2.1 Follow simple oral instructions.
   - 2.2 Order or re-order information to modify a task based on changes in simple oral instructions.
   - 2.3 Demonstrate understanding of information received through situations in which the speaker is not present (i.e., telephone, audiotaped information).
   - 2.4 Identify the main idea of a verbal message, conversation, and other oral communication.
   - 2.5 Paraphrase and summarize (e.g., retell, recall, or explain) orally presented information.
   - 2.6 Draw conclusions based on details provided orally.
   - 2.7 Use intonation, rhythm, and stress to determine speaker's intent.
   - 2.8 Analyze information (e.g., relevance to issue, author's purpose and point of view).

3. Apply basic comprehension-monitoring (metacognitive) strategies.
   - 3.1 Use comprehension strategies (e.g., prediction, questioning, prior knowledge) to prepare for active listening.
   - 3.2 Seek repetition or ask questions for clarification of orally presented information.

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Adult Learner Competencies

LEVEL 1 (Basic)

COMMUNICATION

Writing

Goal: On achieving Level 1 writing competencies, the learner will communicate information on familiar topics using direct, concise, and clear writing and will complete simple documents accurately and completely .

1. Demonstrate basic knowledge of the alphabet and spelling of familiar words.
   - 1.1 Identify and write upper and lower case letters of the alphabet from memory.
   - 1.2 Write basic words that are spelled orally.
   - 1.3 Spell familiar basic words that are pronounced orally.
   - 1.4 Approximate spelling of unfamiliar words that are pronounced orally.
2. Apply basic principles of language mechanics in written work.
   - 2.1 Use basic principles of capitalization (e.g., proper nouns, first words in sentences, days of the weeks, the word "I").
   - 2.2 Identify and use common punctuation marks (e.g., period, comma, apostrophe, question mark, and exclamation point).
   - 2.3 Recognize and apply standard English usage for common verbs and pronouns.
3. Complete basic writing tasks accurately.
   - 3.1 Write names and addresses correctly (e.g., spacing, spelling, punctuation, capitalization).
   - 3.2 Write simple lists, notes, and messages legibly and accurately.
   - 3.3 Fill out basic forms and documents legibly and accurately.
   - 3.4 Write a variety of complete simple sentences including statements, questions, and commands.
   - 3.5 Write a basic paragraph including a main idea statement and several (2-3) supporting details.
4. Demonstrate knowledge of basic concepts about writing.
   - 4.1 Identify and apply basic purposes for writing (i.e., communicate information and ideas).
   - 4.2 Identify basic audiences (e.g., friend, employer, school personnel), and identify appropriate writing styles.
   - 4.3 Identify procedures for producing final document (e.g., pre-writing/brainstorming, drafting, revising, reflecting on impact of writing on audience).

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Adult Learner Competencies

LEVEL 1 (Basic)

COMMUNICATION

Speaking

Goal: On achieving Level 1 speaking competencies, the learner will speak clearly and with a basic understanding of standard grammar and syntax to communicate information and ideas on familiar topics.

1. Use questioning strategies effectively to obtain or clarify information.
   - 1.1 Ask for basic assistance or information.
   - 1.2 Ask simple clarification questions (e.g., about job tasks and instructions; about errors on bills), or repeat/paraphrase words or phrases for clarification.
2. Use explanatory language and basic persuasive language effectively to communicate information.
   - 2.1 Explain own or others' actions including reasons and/or simple procedures/processes.
   - 2.2 Teach others how to perform simple task (e.g., explain steps in a process and/or give directions).
   - 2.3 Accurately report an activity or facts about selected situations (e.g., report an emergency, describe own or others' health condition).
   - 2.4 Communicate information clearly via telephone/voice mail.
   - 2.5 State a personal opinion clearly and effectively.
3. Participate in basic conversation or discussion.
   - 3.1 Use appropriate conversational techniques (e.g., interrupting or including other people in a conversation) and behaviors.
   - 3.2 Respond appropriately to others' requests, criticisms, or praise (e.g., respond to supervisor's comments about quality and timeliness of work).
   - 3.3 Participate in discussion or interview, asking and answering questions and volunteering information as appropriate.
4. Demonstrate knowledge of basic concepts about effective speech.
   - 4.1 Identify procedures for preparing a simple oral presentation (e.g., identify audience, identify purpose and basic concepts to communicate)
   - 4.2 Employ appropriate use of language (i.e., grammatically correct, audible, clear enunciation) and nonverbal behaviors (e.g., eye contact, gestures).
   - 4.3 Determine audience's understanding of presentation by observing verbal and nonverbal cues.

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Adult Learner Competencies

LEVEL 1 (Basic)

NUMERACY

Goal: On achieving Level 1 numeracy competencies, the learner will apply basic arithmetic functions to solve familiar mathematical problems.

1. Recognize numbers and demonstrate basic computation skills.
   - 1.1 Identify, classify, and write numeric symbols as numbers and as words.
   - 1.2 Count and associate numbers with quantities, including recognizing correct number sequence.
   - 1.3 Identify basic information needed to solve a simple mathematical problems.
   - 1.4 Recognize basic mathematical concepts (i.e., simple properties, patterns, fractional parts, even-odd, multiples).

2. Compute using whole numbers.
   - 2.1 Identify place values.
   - 2.2 Add and subtract whole numbers involving simple borrowing and carrying.
   - 2.3 Recognize and use basic multiplication and division facts to complete mathematical problems.
   - 2.4 Multiply and divide whole numbers.
   - 2.5 Average whole numbers.
   - 2.6 Identify commonly used key words and determine which operations are required to solve simple word problems.

3. Apply numbers as used with dates, times, and temperature.
   - 3.1 Interpret meanings of dates, times, and temperature.
   - 3.2 Calculate solutions to simple problems involving dates, times, and temperature.
   - 3.3 Interpret typical uses of numbers in documents and in consumer settings (e.g., travel and appointment schedules, recipes, etc.).

4. Use coins and currency.
   - 4.1 Identify names and values of common coins and currency.
   - 4.2 Recognize symbols for currency, such as ($) and (.).
   - 4.3 Add and subtract decimal fractions in context of currency.
   - 4.4 Interpret typical uses of numbers in documents and in consumer settings (e.g., price tags, check books, receipts, etc.).

5. Measure.
   - 5.1 Recognize, use, and measure linear dimensions.
   - 5.2 Recognize, use, and measure basic geometric shapes and angles.
   - 5.3 Recognize, use, and measure weight, area, and volume.
   - 5.4 Select, use, and interpret basic problem-solving tools (e.g., calculators, computers, mathematical tables, and instruments such as rulers, scales, gauges, and dials).
   - 5.5 Calculate solutions to simple problems involving distance, weight, and volume.
   - 5.6 Interpret typical uses of numbers in documents and in consumer settings (e.g., maps, nutritional information, recipes).

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6. Estimate.
   - 6.1 Estimate arithmetic results without a calculator prior to calculations (e.g., estimate sales tax or tip on service).
   - 6.2 Use estimation check the reasonableness of results.
   - 6.3 Compare and round whole numbers.

7. Use common mathematical documents.
   - 7.1 Interpret basic charts, graphs, schedules, tables, and/or diagrams.
   - 7.2 Construct basic tables, charts, schedules, diagrams, and graphs.

Adult Learner Competencies

LEVEL 1 (Basic)

HIGHER ORDER SKILLS

Goal: On achieving Level 1 higher order skills competencies, the learner will apply problem-solving, decision-making and other critical thinking skills to to familiar situations or topics.

1. Demonstrate basic problem-solving and decision-making skills.
   - 1.1 Identify and define simple problems to be solved.
   - 1.2 Identify and define goals and restraints concerning simple decisions to be made.
   - 1.3 Identify, locate, and collect basic information needed to resolve problems or make decisions.
   - 1.4 Identify potential solutions for problems or decisions using collected information.
   - 1.5 Analyze information (i.e., relevance to problem or issue, bias, etc.).
   - 1.6 Identify potential impact of information on solving problems or making decisions.
   - 1.7 Evaluate progress, revising solutions or seeking assistance if necessary.

2. Demonstrate basic critical thinking skills.
   - 2.1 Identify and analyze components of a simple process, procedure, or system.
   - 2.2 Draw conclusions or make predictions about a simple process, procedure, or system.
   - 2.3 Evaluate the effectiveness of a simple process, procedure, or system.

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Adult Learner Competencies
LEVEL 1 (Basic)

EXTENDED LITERACY

Goal: On achieving Level 1 extended literacy competencies, the learner will use basic knowledge and skills applied to familiar situations or topics.

1. Locate and use appropriate resources to solve basic problems and make decisions.
   - 1.1 Identify and access basic sources of information and assistance.
   - 1.2 Identify and use basic reference materials (e.g., indices, dictionaries, technology-based systems, etc.) to locate information.
   - 1.3 Choose resources consistent with a specific task (e.g., reference materials, technologies, individuals or organizations).
   - 1.4 Identify and use basic test-taking strategies.

2. Demonstrate ability to apply basic interpersonal skills.
   - 2.1 Negotiate with group to set and achieve goals.
   - 2.2 Negotiate with group to arrive at mutually acceptable solutions to simple problems or to make decisions.
   - 2.3 Assist others in a group (e.g., identify learning needs, use techniques appropriate for group members).
   - 2.4 Value and respect others regardless of culture (e.g., ethnicity, religion, physical attributes, etc.).

3. Demonstrate ability to apply basic organizational and management skills.
   - 3.1 Identify and prioritize personal and educational goals.
   - 3.2 Develop and use simple physical system of organization (e.g., notebooks, calendars, lists, etc.).
   - 3.3 Manage time, money, materials, space, and people as ways to organize personal life (e.g., roles as family member, worker, citizen).

4. Demonstrate basic understanding of common systems.
   - 4.1 Identify systems (e.g., family, educational, workplace, government, health, religious) commonly encountered and individual's role within each.
   - 4.2 Describe basic purposes and functioning of common systems.

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Adult Learner Competencies: Sample Instructional Applications

LEVEL 1 (Basic)

	Family	Community/Citizen	Work
COMMUNICATION			
Reading			
1. Use word recognition skills to decode, pronounce, and comprehend the meaning of words.	Identify basic/simple vocabulary in a recipe.	Identify basic vocabulary used in a bus schedule.	Refer to the glossary to identify and define unfamiliar words found in a benefits package.
2. Demonstrate fluency in reading orally from familiar materials.	Read a bedtime story to a child.	Orally read a Bible passage.	Orally read a simple telemarketing survey to customers.
3. Demonstrate knowledge of principles of alphabetization.	Locate the telephone number for a local clinic in a phone book.	Arrange voting applications in alphabetical order.	Locate parts for customers from an alphabetical list.
4. Demonstrate knowledge of vocabulary in selected instructional contexts.	Read and understand vocabulary used to detail safety procedures for evacuating apartment building in case of fire.	Estimate word meanings from context clues when reading an article in the local newspaper.	Read and understand job-specific vocabulary when reading workplace manuals.
5. Read and interpret common signs, symbols, and abbreviations.	Locate and interpret information on a prescription label concerning correct dosage.	Find seat at a ball game based on information on ticket stub.	Read and interpret commonly used abbreviations found in want ads.
6. Read and interpret simple documents.	Locate correct bus route and time it would take to get to town.	Locate location of nearest bus stop by interpreting information on a map.	Complete a form to request needed repairs on a piece of machinery.
7. Demonstrate literal and inferential comprehension of simply written materials.	Explain to child meaning of simple figurative language found in children's book.	Locate details in newspaper ad to determine dates of sale.	Summarize main idea of company memo for coworker.
8. Apply basic comprehension-monitoring (metacognitive) strategies.	Predict from cover and by reading summary if book would be interesting.	Reread a paragraph on a petition to ensure understanding before signing.	Use prior experience to interpret information on new wage stub.

Listening			
1. Demonstrate knowledge of basic oral communication conventions.	Make appropriate comments when listening to child describe her day.	Greet people appropriately (handshake) at community meeting.	Make eye-contact when listening to a co-worker.
2. Apply active listening skills to verbal messages.	After receiving directions to a store, repeat directions to taxi driver.	Determine mood of a speaker from intonation and language stresses.	Recall and repeat simple directions given by supervisor.
3. Apply comprehension-monitoring (metacognitive) strategies.	Ask doctor questions to ensure understanding of proper child care.	Ask speaker at meeting to repeat key information.	After listening to directions, ask questions to clarify how to complete work task independently.
Writing			
1. Demonstrate basic knowledge of the alphabet and spelling of familiar words.	Use knowledge of upper and lower case letters to play matching game with child.	Write note to help locate a book based on librarian's directions.	Approximate spelling of unknown words in a telephone message.
2. Apply basic principles of language mechanics in writing.	Write notes in a child's health record using pronouns and verbs correctly.	Write a simple calendar of events for a church group.	Use correct capitalization to write addresses in an office index.
3. Complete basic writing tasks accurately.	Write a note for child's absence from school.	Fill out a change of address form at the post office.	Complete a written statement concerning an accident on form.
4. Demonstrate knowledge of basic concepts about writing.	Write a note to spouse with directions for cooking dinner.	Draft a letter to the editor.	Write letter to a supervisor to address a concern.
Speaking			
1. Use questioning strategies to obtain or clarify information.	Call phone company to get information on an error on bill.	Communicate nature and location of an accident to authorities.	Asks supervisor to explain a drop in pay on pay stub.
2. Use explanatory and basic persuasive language effectively to communicate information.	Explain to a friend, step by step, how to knit.	Explain reasons for not participating in an exercise program due to poor health.	Use persuasive statements to convince supervisor of a better way of running the line.
3. Participate in basic conversation or discussion.	Candidly participate in a conference with a child's teacher.	Use appropriate conversation while talking to public official.	Use appropriate conversational skills to participate in job interview.
4. Demonstrate knowledge of basic concepts about effective speech.	Determine if friend has understood oral directions.	Prepare a brief oral presentation for church group.	Conduct an introductory equipment training for coworkers.

NUMERACY			
1. Recognize numbers and demonstrate basic computation skills.	Count treats accurately so that each child in the class receives one.	Match the numerals on a ticket to the number word on a list.	Divide pies and cakes into pieces for sale.
2. Compute using whole numbers.	Calculate number of years parents have been married.	Multiply cans in a row by number of rows to find total number of cans.	Determine average number of hours worked per week in a given month.
3. Apply numbers as used with dates, times, and temperature.	After hearing the daily temperature forecast, determine proper outdoor wear.	Calculate the time to take next dose of a medication.	Correctly schedule appointments on a calendar.
4. Use coins and currency.	Count correct amount of money to pay the bill in a restaurant.	Total dues to see if members of an organization have paid in full.	Use placement of the dollar sign and decimal point to enter costs of items in register.
5. Measure.	Use a calculator to check accuracy of grocery receipt.	Find and compare nutritional information on two cereal boxes.	Measure the length of ribbon needed of go around gift box with 12 inches left for a bow.
6. Estimate.	Estimate total purchase price of new chair given the cost and amount of tax.	Given number of people in each, estimate number of flyers needed if people in two agencies get them.	Estimate approximate cost for a customer of items they might want to purchase.
7. Use common mathematical documents.	Read school lunch menu chart to determine which lunches child will buy for the week.	Use diagram of library, locate section containing books on gardening.	Use inventory list to draw chart depicting where items are found in supply closet.

HIGHER ORDER SKILLS			
1. Demonstrate basic problem-solving and decision-making skills.	Define discipline problem and collect information to identify potential approaches to correct the situation.	Define problem concerning neighbor, collect information and consider alternative decisions before acting to resolve problem.	Collect information about several job opportunities, evaluate the information to decide which job would be most appropriate to pursue.
2. Demonstrate basic critical thinking skills.	Analyze daily household routine and identify areas in which changes would make it easier to manage.	Predict possible outcomes if current bus schedules are altered as described in newspaper article.	Analyze procedures for seating customers in restaurant and identify areas in which the process could be made more effective and efficient.
EXTENDED LITERACY			
1. Locate and use appropriate resources to solve basic problems and make decisions.	Check phone book to find local assistance office and call for information about services.	Find a book using the library computer system.	Locate the correct technical manual to fix a machine.
2. Demonstrate ability to apply basic interpersonal skills.	Show respect for children and their friends.	Assist teacher and other parents with a school project	Work with a group to decide the best approach to a given job.
3. Demonstrate ability to apply basic organizational and management skills.	Given unsatisfactory report from a teacher, plan to help child study and use time wisely.	Make a list of reasons pro and con when voting for a candidate.	Brainstorm with coworkers to solve the problem of inventory always being low.
4. Demonstrate basic understanding of common systems.	Identify characteristics of an effective study area.	Predict what will occur if there is a garbage strike in town.	Evaluate usefulness of a new office telephone system.

Adult Learner Competencies

LEVEL 2 (Intermediate)

COMMUNICATION

Reading

Goal: On achieving Level 2 reading competencies, the learner will use expanded knowledge of word meanings and text structure, and apply more complex comprehension and analytical skills and strategies to read moderately difficult materials on familiar and unfamiliar topics.

1. Select and apply appropriate word recognition skills to pronounce and comprehend the meaning of familiar words and to estimate the pronunciation of unfamiliar words.
   - 1.1 Recognize increasing number of words by sight (sight vocabulary).
   - 1.2 Apply knowledge of language patterns (e.g., syllables, common affixes) to pronounce and estimate the meaning of unfamiliar words.
   - 1.3 Use context clues to estimate the pronunciation of unfamiliar words.
   - 1.4 Identify and use references to pronounce and identify the meanings of unfamiliar words in text.

2. Demonstrate knowledge of vocabulary in varied instructional contexts.
   - 2.1 Recognize and comprehend the meaning of moderately complex occupational, technical, and content-specific (academic) vocabulary.
   - 2.2 Apply knowledge of context clues to estimate the meaning of unfamiliar words and to distinguish meanings of homographs and words with multiple meanings.
   - 2.3 Use context clues to infer appropriate meaning of moderately complex passages.
   - 2.4 Use the meaning of affixes and roots to build vocabulary in specific contexts.
   - 2.5 Apply knowledge of synonyms, antonyms, homonyms, homographs, and words with multiple definitions to determine meanings of unfamiliar words.

3. Read and interpret signs, symbols, abbreviations, and common acronyms.
   - 3.1 Identify and interpret codes and symbols found in various contexts (e.g., specific home, work, or community environments).
   - 3.2 Apply knowledge of signs, symbols, abbreviations, and common acronyms to comprehend and apply to moderately complex tasks.

4. Read and interpret moderately complex documents (i.e., tables, schedules, charts, graphs, maps, forms).
   - 4.1 Locate several pieces of information in moderately complex documents.
   - 4.2 Follow directions for completing moderately complex documents.
   - 4.3 Summarize information located in moderately complex documents.
   - 4.4 Identify relationships between similar documents (e.g., charge slip and invoice) and compare information.

5. Demonstrate literal and inferential comprehension of moderately complex materials.
   - 5.1 Identify directly stated main ideas.
   - 5.2 Identify inferred main ideas.
   - 5.3 Distinguish a conclusion from a supporting statement or detail.

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5.4 Locate directly stated details (e.g., examples, facts, descriptions, reasons) that contribute to understanding the main idea.
5.5 Paraphrase and summarize (e.g., retell, recall, or explain) information in moderately complex texts.
5.6 Draw conclusions based on details in the text.
5.7 Identify and interpret common figurative language found in texts.
5.8 Apply knowledge and skills to interpret and analyze information in various contexts (e.g. health, work, parenting, community agencies).

6. Demonstrate knowledge of paragraph structure and document organization.
6.1 Identify basic organizational patterns (e.g., cause-effect, sequence, chronology, compare-contrast) for different types of reading material or documents.
6.2 Use syntactic clues (e.g., sequence pattern: first, second, then) that guide the reader through selected text organization patterns.
6.3 Summarize information according to organizational pattern of materials.

7. Demonstrate skill in varying reading rate for specific purposes.
7.1 Read carefully to learn new information.
7.2 Skim to determine main idea.
7.3 Scan to locate a specific detail.

8. Consistently apply basic comprehension-monitoring (metacognitive) strategies.
8.1 Use pre-reading strategies (e.g., prediction, questioning, prior knowledge).
8.2 Use comprehension checking strategies (e.g., rereading, self-questioning).
8.3 Describe purposes for applying comprehension-monitoring strategies to printed information.

Adult Learner Competencies

LEVEL 2 (Intermediate)

COMMUNICATION

Listening

Goal: On achieving Level 2 listening competencies, the learner will use more complex listening skills to interpret orally presented information on familiar as well as unfamiliar topics.

1. Apply active listening skills to verbal messages about familiar and unfamiliar topics.
   - 1.1 Identify the main idea of an extended verbal message, conversation, and other oral communication.
   - 1.2 Order or re-order moderately complex information to adjust completion of a task based on changes in oral instructions.
   - 1.3 Paraphrase and summarize (e.g., retell, recall, or explain) orally presented information that is moderately complex.
   - 1.4 Listen attentively (e.g., demonstrate attentiveness through nonverbal or verbal behaviors) and, when appropriate, seek repetition or ask questions for clarification.
   - 1.5 Analyze information (e.g., relevance to issue, author's purpose and point of view) and draw conclusions based on details provided orally.

2. Apply comprehension-monitoring (metacognitive) strategies.
   - 2.1 Use comprehension strategies (e.g., prediction, questioning, prior knowledge) to prepare for active listening.
   - 2.2 Seek repetition or ask questions for clarification of orally presented information.
   - 2.3 Describe the purposes for applying comprehension-monitoring strategies to orally presented information.

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Adult Learner Competencies

LEVEL 2 (Intermediate)

COMMUNICATION

Writing

Goal: On achieving Level 2 writing competencies, the learner will communicate information on familiar and unfamiliar topics using direct, concise, and clear writing and will complete moderately complex documents accurately and completely.

1. Demonstrate knowledge spelling conventions.
   - 1.1 Spell correctly familiar words that are pronounced orally.
   - 1.2 Approximate spelling of unfamiliar words that are pronounced orally.
   - 1.3 Apply knowledge of conventions to correct spelling errors.

2. Apply basic principles of language mechanics in written work.
   - 2.1 Apply principles of capitalization in all formal writing.
   - 2.2 Use standard punctuation marks correctly in all formal writing.
   - 2.3 Recognize and apply standard English usage for verbs and pronouns in all formal writing.
   - 2.4 Recognize basic parts of speech.

3. Demonstrate knowledge of concepts about writing.
   - 3.1 Write a variety of complete simple and compound sentences, including descriptive words as appropriate.
   - 3.2 Write simple paragraphs including directly stated and inferred main ideas and supporting details.
   - 3.3 Analyze audiences and purposes for writing (e.g., choose appropriate format and language for written work; understand relationship between audience and topic).
   - 3.4 Write accurate notes and messages to different audiences.
   - 3.5 Complete moderately complex forms and documents legibly and accurately.
   - 3.6 Understand and apply the basic organization and structure of written information to create written documents.

4. Use basic proofreading skills to correct errors in capitalization, punctuation, grammar, and spelling.
   - 4.1 Recognize and correct common errors in specific language conventions (e.g., use correct subject-verb agreement in sentences with simple and compound subjects).
   - 4.2 Recognize and correct simple errors in grammar, syntax, punctuation, and spelling.

Adult Learner Competencies

LEVEL 2 (Intermediate)

COMMUNICATION

Speaking

Goal: On achieving Level 2 speaking skills, the learner will orally communicate moderately complex information concerning familiar as well as unfamiliar topics.

1. Use explanatory and persuasive language effectively.
   - 1.1 Orally summarize information received from various sources.
   - 1.2 Accurately report activities or facts about situations in varied contexts (e.g., process in work environment, procedures for filing a grievance with local government).
   - 1.3 Teach others how to perform a task requiring multiple steps and processes.
   - 1.4 Make convincing statements to persuade someone to a particular point of view.
   - 1.5 Negotiate effectively in familiar contexts (e.g., present facts and arguments, recognize different points of view, offer compromises).

2. Participate effectively in conversation or discussion.
   - 2.1 Recognize when another doesn't understand the message being communicated.
   - 2.2 Understand and respond to listener feedback.
   - 2.3 Recognize appropriate behaviors and adjust language to the level of formality required.

3. Demonstrate knowledge of concepts about effective speech.
   - 3.1 Identify communication goals and choose appropriate media for communicating.
   - 3.2 Consistently employ appropriate use of language and nonverbal behaviors.
   - 3.3 Demonstrate credibility of information presented (e.g., give supporting arguments, relevant evidence from a variety of sources).
   - 3.4 Apply knowledge to develop and deliver a presentation on a familiar topic.
   - 3.5 Observe and analyze verbal and nonverbal cues to determine effectiveness of presentation.

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Adult Learner Competencies

LEVEL 2 (Intermediate)

NUMERACY

Goal: On completion of Level 2 numeracy skills, the learner will apply arithmetic functions and concepts to solve familiar and unfamiliar mathematical problems.

1. Recognize numbers and demonstrate moderately complex computation skills.
   - 1.1 Identify, classify, and write numeric symbols as numbers and as words.
   - 1.2 Identify information needed to solve a moderately complex mathematical problems.
   - 1.3 Recognize moderately complex mathematical concepts (i.e., decimal parts, number lines, sequences, percents, ratios, comparisons).
   - 1.4 Identify basic algebraic functions and patterns.
   - 1.5 Identify missing element/s in simple numeric and word problems.

2. Compute using whole numbers.
   - 2.1 Add and subtract whole numbers involving extensive borrowing and carrying.
   - 2.2 Multiply and divide whole numbers with regrouping and remainders.
   - 2.3 Identify key words, determine appropriate operations, and solve moderately complex word problems.

3. Compute using fractions and decimals.
   - 3.1 Recognize common fractions and decimals.
   - 3.2 Identify and calculate equivalent fractions.
   - 3.3 Add and subtract common fractions and decimals.
   - 3.4 Convert decimal fractions to common fractions and percents.
   - 3.5 Multiply common fractions and decimals.
   - 3.6 Identify key words and determine which operations are required to solve simple word problems involving common fractions and decimals.

4. Measure.
   - 4.1 Recognize, use, and measure moderately complex geometric shapes and angles.
   - 4.2 Select, use, and interpret problem-solving tools (e.g., calculators, computers, mathematical tables, and instruments such as rulers, scales, gauges, and dials).
   - 4.3 Calculate solutions to moderately complex problems involving distance, weight, and volume.
   - 4.4 Interpret uses of numbers in documents and in various settings.

5. Estimate.
   - 5.1 Estimate results without a calculator prior to calculations.
   - 5.2 Use estimation to check reasonableness of results.
   - 5.3 Compare simple fractions and decimals.

6. Use common mathematical documents.
   - 6.1 Interpret moderately complex schedules, tables, charts and diagrams.
   - 6.2 Construct moderately complex tables, charts, diagrams, and schedules.

Adult Learner Competencies

LEVEL 2 (Intermediate)

HIGHER ORDER SKILLS

Goal: On achieving Level 2 higher order skills competencies, the learner will apply critical thinking skills to more complex familiar and unfamiliar situations or topics.

1. Demonstrate problem-solving and decision-making skills to approach moderately complex situations.
   - 1.1 Identify and define problems to be solved.
   - 1.2 Identify and define goals and restraints concerning decisions to be made.
   - 1.3 Identify, locate, and collect information needed to resolve problems or make decisions.
   - 1.4 Organize information to identify potential solutions for problems or alternative decisions.
   - 1.5 Analyze and evaluate information (i.e., relevance to problem or issue, bias, author's purpose and point of view, etc.).
   - 1.6 Identify potential impact of information on solving problems or making decisions.
   - 1.7 Evaluate and monitor progress, revising solutions as necessary.

2. Demonstrate application of critical thinking skills to moderately complex situations.
   - 2.1 Analyze quality of available information about processes, procedures, and systems (e.g., recognize and evaluate unstated and stated assumptions; identify facts, opinions, and hypotheses).
   - 2.2 Analyze components of processes, procedures, or systems.
   - 2.3 Draw conclusions or make predictions about processes, procedures, or systems.
   - 2.4 Evaluate the effectiveness of processes, procedures, or systems.
   - 2.5 Compare effectiveness of several processes, procedures, or systems.

Adult Learner Competencies

LEVEL 2 (Intermediate)

EXTENDED LITERACY

Goal: On achieving Level 2 extended literacy competencies, the learner will use knowledge and skills applied to more complex familiar and unfamiliar situations or topics.

1. Locate and use appropriate resources to solve moderately complex problems and make decisions.
   - 1.1 Access and analyze appropriateness of sources of information and assistance.
   - 1.2 Identify and use reference materials (e.g., indices, dictionaries, technology-based systems, etc.) to locate information.
   - 1.3 Choose resources consistent with a specific task (e.g., reference materials, technologies).
   - 1.4 Apply test-taking strategies appropriately.

2. Demonstrate ability to apply interpersonal skills.
   - 2.1 Negotiate with group to set and achieve goals.
   - 2.2 Negotiate with group to arrive at mutually acceptable solutions to problems or make decisions.
   - 2.3 Determine the effectiveness of the group's work in setting and reaching goals.
   - 2.4 Assist and teach others in the group (e.g., identify learning needs, use techniques appropriate for group members, determine effectiveness of teaching or assistance).
   - 2.5 Value and respect others regardless of culture (e.g., ethnicity, religion, physical attributes, etc.).

3. Demonstrate ability to apply moderately complex organizational and management skills.
   - 3.1 Identify and prioritize personal and educational goals.
   - 3.2 Develop and use physical system of organization (e.g., notebooks, calendars, lists, etc.).
   - 3.3 Manage time, money, materials, space, and people as ways to organize personal life (e.g., roles as family member, worker, citizen).

4. Demonstrate understanding of moderately complex systems.
   - 4.1 Identify systems (e.g., family, educational, workplace, government, health, religious) and individual's role within each.
   - 4.2 Describe purposes and functioning of moderately complex systems.

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Adult Learner Competencies: Sample Instructional Applications

LEVEL 2 (Intermediate)

	Family	Community	Work
COMMUNICATION **Reading**			
1. Select and apply appropriate word recognition skills.	Recognize words by sight in passage on cooking safety.	Use context and language patterns to recognize unknown words in brochure at Social Security Office.	Use references to identify meanings of unfamiliar words in informational posters at work.
2. Demonstrate knowledge of vocabulary in varied instructional contexts.	Use vocabulary knowledge and context clues to read directions for assembling a household item.	Use context clues to derive meaning from a book on citizenship.	Use technical vocabulary knowledge to read and understand a manual for new equipment.
3. Read and interpret signs, symbols, abbreviations, and common acronyms.	Interpret nutritional information on the panel of a food product.	Read and understand driver's manual to prepare for the test.	Substitute names for acronyms in work manual.
4. Read and interpret moderately complex documents.	Use map to plan trip and determine mileage from home to destination.	Interpret organization's by-laws to identify roles and responsibilities of officers.	Compare information on invoices and charge slips to verify dates and specific charges.
5. Demonstrate literal and inferential comprehension of moderately complex materials.	Relate details of an article concerning several approaches to discipline.	Understand sequence of events and official positions concerning local development issues based on series of newspaper reports.	Can interpret a cartoon at work which involves a pun or other word play.
6. Demonstrate knowledge of paragraph structure and document organization.	Read letter from company and locate facts about obligations should "give away" gift be accepted.	Summarize the weekly report of the Neighborhood Watch Program.	Use submitted accident report to recreate order of events leading to claim.
7. Demonstrate skill in varying reading rate for specific purposes.	Read directions to a new appliance to ensure proper operation and care.	Scan listings to find where a specific movie is playing.	Skim technical manuals for key information to complete project.
8. Consistently apply basic comprehension-monitoring (metacognitive) strategies.	Use prior knowledge to predict what will happen in a reading series.	Explain why section of a manual for computer game had to be reread.	Reread material to verify understanding of project and explain project goals.

Listening			
1. Apply active listening skills to verbal messages about familiar and unfamiliar topics.	After lengthy discussion with pharmacist, can recall topic when at home and the instructions given.	Identify reasons for speaker's opinion after listening to a presentation.	Change and resubmit order and change bill when customer changes mind and orders different meal.
2. Apply comprehension-monitoring (metacognitive) strategies.	Ask family member to repeat directions to their workplace to be sure of location to pick them up.	Identify the importance of knowing the subject before listening to a speaker.	Use questioning skills to ensure understanding of several tasks to be done while supervisor is away.
Writing			
1. Demonstrate knowledge spelling conventions.	Write a recipe given on television, approximating spelling of unknown words.	Correct spelling errors in a letter to the editor.	Record order given over the phone with approximate spelling of unfamiliar words.
2. Apply basic principles of language mechanics in written work.	Write a letter of complaint regarding damage to apartment.	Write a letter to a local representative requesting assistance.	Write a cover letter for a résumé.
3. Demonstrate knowledge of concepts about writing.	Write an entry in health record describing, in detail, a child's injury.	Send a note of welcome to a new neighbor.	Complete workman's compensation form.
4. Use basic proofreading skills to correct errors in capitalization, punctuation, grammar, and spelling.	Help a child correct written homework and explain errors.	Proofread an article for the church bulletin.	Given a memo explaining health care benefit changes for employees can read and correct any errors.
Speaking			
1. Use explanatory and persuasive language effectively.	After reading and hearing about day care options, tell spouse about options that are best for their family.	Act as a mediator between friends who are arguing.	Explain to a coworker the procedure for filing an insurance claim.
2. Participate effectively in conversation or discussion.	After listening to a family member's concerns, respond to and reassure them.	Identify misunderstanding and clarify in recognition that store clerk does not understand original request.	Use appropriate conversational skills to participate in interview for job upgrade.
3. Demonstrate knowledge of concepts about effective speech.	Present factual reasons for a household purchase.	Prepare and deliver a talk on the issue of neighborhood safety.	Scan audience to determine if presentation is being understood.

NUMERACY			
1. Recognize numbers and demonstrate moderately complex computation skills.	Write checks to pay bills in varying amounts.	Given dollar totals for a event and the number of people in attendance, calculate the dollar value of a ticket.	Identify number of hours worked, amount per hour worked, and total to check a pay stub.
2. Compute using whole numbers.	Divide cookies collected for an all school party evenly among the classes.	Inventory food bank and compute number of food items needed to fill requests for one week.	Use monthly inventory sheets to computer total sold in that month
3. Compute using fractions and decimals.	Balance entries in the family checkbook.	Given number of members who have paid their dues and the total number of members, change to a percentage for report.	Use fractional specifications for a machine to calculate how to alter the size of the machine to specifications.
4. Measure.	Help child use multiplication chart successfully.	Measure and calculate the amount of carpet needed for an irregularly sized room in senior center.	Calculate cost of shipping by using the weight and distance company's product will need to be shipped.
5. Estimate.	Compare and estimate the best fruit buy at the supermarket.	Estimate amount of snacks needed for a scout meeting before calculating the amount.	Estimate number of boards needed to finish a fence to check if delivery was reasonable.
6. Use common mathematical documents.	Interpret train and bus schedules to ensure making connection from one to the other and arrive at a specific destination.	Determine from bar graph of attendance which were the most popular meeting topics.	Construct a table depicting the work schedule for a week.

HIGHER ORDER SKILLS			
1. Demonstrate problem-solving and decision-making skills to approach moderately complex situations.	Analyze effect that television has on children's grades, define goals, and set restraints on amount of time television is watched.	Research and report findings so that a decision can be made as to whether to hire specific speaker for group.	Provided a solution to a problem concerning allocation of overtime hours, monitor the solution and revise as necessary.
2. Demonstrate application of critical thinking skills to moderately complex situations.	After a month of enforcing television ban, evaluate progress of child and effectiveness of the ban.	Read all available information about a new business to identify facts about its products and determine personal interest in supporting it.	Use information on the two different systems piloted by company evaluate the results and offer analysis.
EXTENDED LITERACY			
1. Locate and use appropriate resources to solve moderately complex problems and make decisions.	Prepare for and pass requirements to become licensed day care mother.	Analyze several accounts of a community incident to determine an balanced picture of the event.	Choose appropriate resources to locate information on the new product being researched.
2. Demonstrate ability to apply interpersonal skills.	Negotiate with family to arrive at mutually acceptable decision concerning curfews for children.	Help neighborhood group plan an eclectic holiday party using all ideas to arrive at decisions.	Negotiate with two coworkers to come to a mutually acceptable solution to dispute.
3. Demonstrate ability to apply moderately complex organizational and management skills.	Develop a schedule for meal preparation by different members of household dependent on work schedules and assisted by other household members so everyone participates equally.	Maintain a notebook of meeting times and the highlights of each meeting for reference.	Identify days and times when it is not possible to work extra hours due to family commitments.
4. Demonstrate understanding of moderately complex systems.	Explain role as child's educator and importance of this role to educational system.	Explain to friend the importance of going to family doctor before going to a specialist to ensure coverage.	Identify chain of command at work and understand the importance of going to correct person with a problem and the next step if problem not adequately addressed.

Adult Learner Competencies
LEVEL 3 (Advanced)

COMMUNICATION

Reading

Goal: On achieving Level 3 reading competencies, the learner will use expanded knowledge of word meanings and text structure, and apply comprehension and analytical skills and strategies to read complex materials on familiar and moderately complex materials on unfamiliar topics.

1. Demonstrate knowledge of vocabulary in varied instructional contexts.
   - 1.1 Use word structures (e.g., affixes, synonyms, multiple meanings) to expand vocabulary in specific contexts.
   - 1.2 Recognize and comprehend the meaning of complex occupational, technical, and content-specific (academic) vocabulary.
   - 1.3 Use context clues and knowledge of word structures to estimate meaning of unfamiliar words and to infer appropriate meaning of complex passages.

2. Interpret and apply prior knowledge to comprehend signs, symbols, abbreviations, and acronyms.
3. Read and interpret complex documents (i.e., tables, schedules, charts, graphs, maps, forms).
   - 3.1 Follow directions for completing complex documents.
   - 3.2 Summarize and compare information in complex documents.
   - 3.3 Draw conclusions from information presented in documents.
   - 3.4 Analyze information in documents to predict or make decisions.

4. Demonstrate literal and inferential comprehension of complex materials.
   - 4.1 Identify directly stated and inferred main ideas.
   - 4.2 Identify implied details and unstated assumptions that contribute to understanding the main idea.
   - 4.3 Recognize and understand complex instructions or directions that include conditionals and multiple steps.
   - 4.4 Identify and interpret figurative language found in texts.
   - 4.5 Apply knowledge and skills to interpret, analyze, draw conclusions, and generalize from written information.
   - 4.6 Identify opinions, propaganda, bias, and sources to evaluate written materials.
   - 4.7 Apply information and ideas to new contexts or situations.

5. Demonstrate knowledge of paragraph structure and document organization.
   - 5.1 Apply knowledge of organizational patterns to improve comprehension and organize summary of text.
   - 5.2 Use resources such as bibliographies and footnotes to gather additional information.

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6. Demonstrate skill in varying reading rate for specific purposes.
   6.1 Read carefully to learn new information in complex materials.
   6.2 Skim to determine main idea in complex materials.
   6.3 Scan to locate a specific detail in complex materials.

7. Consistently apply basic comprehension-monitoring (metacognitive) strategies.
   7.1 Use pre-reading strategies (e.g., prediction, questioning, prior knowledge).
   7.2 Use comprehension checking strategies (e.g., rereading, self-questioning).

Adult Learner Competencies

LEVEL 3 (Advanced)

COMMUNICATION

Listening

Goal: On achieving Level 3 listening competencies, the learner will use listening skills to interpret orally presented information on unfamiliar topics as well as complex information on familiar topics.

1. Apply active listening skills to complex verbal messages.
   - 1.1 Identify main ideas in complex verbal messages and instructions.
   - 1.2 Order or re-order complex information to adjust completion of a task based on changes in oral instructions.
   - 1.3 Paraphrase and summarize (e.g., retell or explain) critical information presented orally.
   - 1.4 Analyze verbally presented information and demonstrate insight into situation/s based on tone and inferred details.

2. Apply comprehension-monitoring (metacognitive) strategies.
   - 2.1 Consistently use comprehension strategies (e.g., prediction, questioning, prior knowledge) to prepare for active listening.
   - 2.2 Consistently seek repetition or ask questions for clarification of orally presented information.

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Adult Learner Competencies

LEVEL 3 (Advanced)

COMMUNICATION

Writing

Goal: On achieving Level 3 writing competencies, the learner will communicate information on familiar and unfamiliar topics using direct, concise, and clear writing and will complete complex documents accurately and completely.

1. Apply spelling conventions and principles of language mechanics in written work.
   - 1.1 Spell words accurately in all formal writing.
   - 1.2 Apply language mechanics (i.e., capitalization, punctuation, grammar, usage) consistently and accurately in all formal writing.

2. Apply concepts about writing consistently in all formal writing.
   - 2.1 Write a variety of complete and descriptive sentences (simple, compound, complex) to convey shades of meaning.
   - 2.2 Incorporate technical and/or academic vocabulary and organizational structures (e.g., headings, references, quotations) in writing, as appropriate.
   - 2.3 Write paragraphs including directly stated and inferred main ideas and supporting details to clearly convey messages.
   - 2.4 Apply organizational and structural concepts of writing to write clearly and logically.
   - 2.5 Analyze audience and purpose for writing and apply to written work.
   - 2.6 Complete complex forms and documents accurately.

3. Correct written materials.
   - 3.1 Proofread and use appropriate resources and apply knowledge of conventions to correct errors in grammar, syntax, punctuation, and spelling.
   - 3.2 Revise materials to be direct, concise, clear, and consistent.

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Adult Learner Competencies

LEVEL 3 (Advanced)

COMMUNICATION

Speaking

Goal: On achieving Level 3 speaking skills, the learner will orally communicate complex information concerning familiar topics as well as moderately complex information on less familiar topics.

1. Use explanatory and persuasive language effectively.
   - 1.1 Report factual information logically and concisely.
   - 1.2 Persuade someone to a particular point of view using persuasive techniques and presenting supporting arguments and relevant evidence.
   - 1.3 Select and use appropriate language structures (description, narration, comparison, explanation, justification, prediction, decision) to convey messages.
   - 1.4 Teach others how to perform a task requiring multiple steps and/or complex processes.
   - 1.5 Negotiate effectively in various contexts.

2. Demonstrate knowledge of concepts about effective speech.
   - 2.1 Consistently recognize and respond appropriately to listener feedback.
   - 2.2 Consistently employ appropriate use of language and nonverbal behaviors.
   - 2.3 Organize and pace presentations to facilitate audience comprehension of message.
   - 2.4 Observe and analyze verbal and nonverbal cues to determine effectiveness of presentation.

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Adult Learner Competencies
LEVEL 3 (Advanced)

NUMERACY

Goal: On completion of Level 3 numeracy skills, the learner will apply arithmetic functions and concepts to solve complex mathematical problems.

1. Apply knowledge of mathematical concepts to understand and compute using mathematical information.
   - 1.1 Interpret, organize, and analyze data using basic statistical conventions (e.g., mean, median, mode, percentiles).
   - 1.2 Identify key words and determine which operations are required to solve word problems involving fractions, decimals, percentages, and geometric or algebraic functions.
   - 1.3 Locate missing information and identify misleading or unnecessary information to complete task.
   - 1.4 Generalize, interpret, and apply methods and results over variety of mathematical contexts.

2. Demonstrate complex computation skills.
   - 2.1 Recognize and use complex mathematical concepts (i.e., percentages, sequences, ratios, proportion).
   - 2.2 Identify information needed to solve a complex mathematical problems requiring several logical steps and multiple computations.
   - 2.3 Identify and use complex geometric and algebraic functions, patterns, and formulas.

3. Compute using fractions, decimals, and percentages.
   - 3.1 Compute (add, subtract, multiply, divide) fractions without common denominators.
   - 3.2 Multiply and divide decimals.
   - 3.3 Solve mathematical problems using decimals and percentages.

4. Measure.
   - 4.1 Recognize, use, and measure complex geometric shapes and angles.
   - 4.2 Compare plane and solid geometric shapes and sizes.
   - 4.3 Select, use, and interpret problem-solving tools (e.g., calculators, computers, mathematical tables, and instruments such as rulers, scales, gauges, and dials).

5. Estimate.
   - 5.1 Estimate results without a calculator prior to complex calculations.
   - 5.2 Use estimation to check appropriateness of methods for solving mathematical problem and reasonableness of results.

6. Use common mathematical documents.
   - 6.1 Interpret complex graphs, tables, charts and diagrams.
   - 6.2 Construct complex tables, charts, diagrams, and graphs.

Adult Learner Competencies

LEVEL 3 (Advanced)

HIGHER ORDER SKILLS

Goal: On achieving Level 3 higher order skills competencies, the learner will apply critical thinking skills to complex familiar and moderately complex unfamiliar situations or topics.

1. Demonstrate problem-solving and decision-making skills to approach complex situations.
   - 1.1 Identify and define problems to be solved.
   - 1.2 Identify and define goals and restraints concerning decisions to be made.
   - 1.3 Collect, organize, and evaluate information from various sources to identify potential solutions for problems or alternative decisions.
   - 1.4 Analyze and synthesize disparate information to discover insights into problem or issue.
   - 1.5 Identify potential impact of information on solving problems or making decisions.
   - 1.6 Evaluate and monitor progress, revising solutions as necessary.

2. Demonstrate application of critical thinking skills to complex situations.
   - 2.1 Analyze quality of available information about processes, procedures, and systems (e.g., recognize and evaluate unstated and stated assumptions; identify facts, opinions, and hypotheses; recognize probable rationale behind policies and procedures).
   - 2.2 Analyze components of processes, procedures, or systems.
   - 2.3 Draw conclusions or make predictions about processes, procedures, or systems.
   - 2.4 Evaluate the effectiveness of processes, procedures, or systems.
   - 2.5 Compare effectiveness of several processes, procedures, or systems.

Adult Learner Competencies
LEVEL 3 (Advanced)

EXTENDED LITERACY

Goal: On achieving Level 3 extended literacy competencies, the learner will use knowledge and skills applied to complex familiar and moderately complex unfamiliar situations or topics.

1. Locate and use appropriate resources to solve complex problems and make decisions.
   - 1.1 Access and analyze appropriateness of sources of information and assistance.
   - 1.2 Identify and use reference materials (e.g., indices, dictionaries, technology-based systems, etc.) to locate information.
   - 1.3 Choose resources consistent with a specific task (e.g., reference materials, technologies).
   - 1.4 Explore resources tangentially related to task to identify perspectives that might improve or expand processes for revising or accomplishing task.

2. Demonstrate ability to apply interpersonal skills.
   - 2.1 Negotiate with group to set long range goals and arrive at mutually acceptable solutions to problems or make decisions.
   - 2.2 Determine the effectiveness of the group's work in setting and reaching goals.
   - 2.3 Assist and teach others in the group (e.g., identify learning needs, use techniques appropriate for group members, determine effectiveness of teaching or assistance).
   - 2.4 Value and respect others regardless of culture (e.g., ethnicity, religion, physical attributes, etc.).

3. Demonstrate ability to apply complex organizational and management skills.
   - 3.1 Identify and prioritize personal and educational goals.
   - 3.2 Develop and use physical systems of organization.
   - 3.3 Manage time, money, materials, space, and people as ways to organize variety of environments.

4. Demonstrate understanding of complex systems.
   - 4.1 Identify systems (e.g., family, educational, workplace, government, health, religious) and individual's role within each.
   - 4.2 Describe purposes and functioning of complex systems.

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Adult Learner Competencies: Sample Instructional Applications

LEVEL 3 (Advanced)

	Family	Community	Work
COMMUNICATION			
Reading			
1. Demonstrate knowledge of vocabulary in varied instructional contexts.	Use vocabulary knowledge to interpret meaning of unfamiliar words in book on complex family health issue.	Use vocabulary knowledge to interpret meaning of unfamiliar words in local ordinances.	Estimate meaning of unfamiliar words in technical manual for new equipment.
2. Interpret and apply prior knowledge to comprehend signs, symbols, abbreviations, and acronyms.	Follow instructions incorporating various unfamiliar abbreviations and acronyms to install software on home computer.	Use prior knowledge of public library's use of abbreviations and symbols to locate information in academic library.	Use appropriate resources to determine meaning of unfamiliar acronyms in workplace.
3. Read and interpret complex documents.	Complete tax forms.	Interpret and comment on proposed blueprint for new office complex in community.	Analyze schematic detailing proposed procedures for completing project and predict level of success.
4. Demonstrate literal and inferential comprehension of complex materials.	Read lease and identify renter's responsibilities and requirements.	Read platform statements from presidential candidates and recognize unstated assumptions and details.	Recognize bias when reading a report describing the outcomes of a survey.
5. Demonstrate knowledge of paragraph structure and document organization.	Use text organizers to follow rationales, pro and con, for having children vaccinated against chickenpox.	Read and summarize reports from two different agencies, organizing the information in a logical format, for report to community group.	Use footnotes in technical manual to collect additional information on operating a new phone system.
6. Demonstrate skill in varying reading rate for specific purposes.	Scan lease to locate information on moving before lease expires.	Skim report prior to community meeting to understand main points.	Read new manual carefully to ensure that all essential concepts are understood.
7. Consistently apply basic comprehension-monitoring (metacognitive) strategies.	Reread section of tax form instructions to ensure understanding of procedures.	Contact agency and ask questions to ensure understanding of policies stated in brochure.	Ask supervisor to clarify conditions mentioned in process that would impact completion of task.

Listening			
1. Apply active listening skills to complex verbal messages.	Determine main purpose for receiving call from school principal and interpret required actions.	Follow complex oral directions to organize, monitor, and distribute supplies for a craft project.	Evaluate sincerity of salesperson's presentation.
2. Apply comprehension-monitoring (metacognitive) strategies.	While discussing a school policy with friends, repeat the main point for clarification.	Discuss prior knowledge of a subject with a friend before going to a lecture.	Ask frequent questions for clarification of procedures while listening to presentation on toxic substances in workplace.
Writing			
1. Apply spelling conventions and principles of language mechanics in written work.	Correspond in writing with lawyer to address legal issue.	Write a guest column for the newspaper on a topic of personal interest.	Compose appropriate formal reply to letter of complaint from a customer.
2. Apply concepts about writing consistently in all formal writing.	Write a paper for a class using references and quotations.	Write article for the community news to describe neighbors' feelings on issue of community importance.	Complete forms for reimbursement from an insurance company.
3. Correct written materials.	Reread a letter written by spouse or peer to correct grammar and spelling mistakes.	Revise a letter written to the phone company to be more direct about a problem.	Revise report written to describe incident at work to eliminate opinion and use only factual information.
Speaking			
1. Use explanatory and persuasive language effectively.	Instruct spouse or peer how to set up VCR to tape a show.	Present opinion with supporting arguments to convince others to espouse the viewpoint.	Use appropriate skills to negotiate with another employee for a shift change.
2. Demonstrate knowledge of concepts about effective speech.	While discussing possible school choices, respond to questions about the different schools and programs of interest.	Give presentation for a scout group, gauge interest level, and adjust pace of presentation accordingly.	Listen to an employee's grievance, offer positive yet neutral support, and ask for appropriate clarification of the situation.

NUMERACY			
1. Apply knowledge of mathematical concepts to understand and compute using mathematical information.	Monitor blood sugar by collecting and organizing daily readings to take to doctor's office.	Use information about automobile financing to determine which of several vehicles would be most cost effective purchase.	Identify and locate missing information needed to determine error rate in production run.
2. Demonstrate complex computation skills.	Identify the information needed to determine eligibility for financial assistance for child's education.	Collect and summarize data to illustrate the proportion of different nationalities and cultures in the community.	Develop a formula to compare production costs and number of items produced.
3. Compute using fractions, decimals, and percentages.	Determine percentage of household budget that is used for various expenses each month.	Compare prices of grocery items when weight and number of units in package are different.	Use knowledge of fractions to adjust equipment's specifications for specific tasks.
4. Measure.	Measure rooms and order correct amount of wallpaper, minimizing wasted paper.	Use mathematical tables to determine various local tax schedules.	Calculate the height of a roof given the pitch and width.
5. Estimate.	Estimate yearly expenses for housing and utilities based on monthly bills.	Estimate quantities and cost of materials to replace equipment and uniforms for baseball team.	Estimate the quantities and cost of materials to build a wooden deck.
6. Use common mathematical documents.	Interpret tax tables.	Interpret and compare growth patterns in local communities based on graphs printed in newspaper.	Design a line graph to illustrate corresponding values when comparing production costs and number of items produced.

HIGHER ORDER SKILLS			
1. Demonstrate problem-solving and decision-making skills to approach complex situations.	Research and outline alternative routes from home to work in response to construction barriers.	Develop and conduct a survey to identify issues to focus community action plans.	Identify potential impact of changes in hiring practices on recruiting qualified workers.
2. Demonstrate application of critical thinking skills to complex situations.	Collect and review all information about child's progress and behavior in school and set goals for improving the child's success in educational setting.	Collect information from various sources and determine if neighbors have reasonable complaint about community-provided service.	Evaluate types of consumer complaints over several months and formulate potential actions to reduce or eliminate the complaints.
EXTENDED LITERACY			
1. Locate and use appropriate resources to solve complex problems and make decisions.	Collect information from various sources to identify health care provider appropriate for family's health needs.	Explore historical aspects of land use to better understand community's objections to new buildings.	Collect information from employees, prioritizing their responses according to length of time in job and experience.
2. Demonstrate ability to apply interpersonal skills.	Negotiate with former spouse and family to determine acceptable goals for custody.	Review community group's activities in recent year and determine group's effectiveness in setting and achieving joint goals.	Include coworkers with disabilities and those from diverse cultures as integral and active members of project team.
3. Demonstrate ability to apply complex organizational and management skills.	Plan a large family reunion, ensuring that all family members are informed and activities are organized.	Use information about seasonal variations, community demand, and profit to plan activities for a community center.	Organize and manage several teams responsible for different aspects of a large project.
4. Demonstrate understanding of complex systems.	Work with remodeler to design kitchen that will complement family's patterns of usage.	Prepare presentation to local group on concepts underlying electronic mail and the Internet.	Analyze production system and develop a plan to change the system to improve productivity.

Adult Learner Competencies and Assessment Plans

In the past several years, adult educators and policymakers increasingly have asked the question: How can adult education programs be improved to better serve learners? In Pennsylvania, the Bureau of Adult Basic and Literacy Education's Project EQuAL has addressed various aspects of this question. One key aspect of program improvement is curriculum and assessment. The competency lists can provide a tool for exploring links between these two educational components and for identifying effective strategies for documenting learner gains and outcomes.

As the competency lists were developed, efforts were made to align them with skills assessed in commonly used assessment instruments. Although curriculum — not assessment — should drive instruction, it is important to understand the content and organization of the instruments that are used most often to document learner progress. Always look for the closest match between what is taught in the curriculum and what the instrument measures when selecting assessments. The following chart illustrates the connections between the skill competencies and selected standardized assessment instruments. Although the skill competency levels do not have a one-to-one correspondence to the assessment levels, they provide information on the range of basic skills tested at each level of the instruments. The lists, therefore, can be used to focus instruction on the types and complexity of skills that the learner needs to develop or build.

Skill Competencies and Standardized Assessments

Skill Competencies	Standardized Assessments		
	TABE, Forms 7 & 8	CASAS	Work Keys
Adult functioning at Level 1 (Basic)[1] generally will test at:	Literacy; Level E or M	Level AAA - B	
Adult functioning at Level 2 (Intermediate)[2] generally will test at:	Level M or D	Level C -E	Level 3 - 5
Adult functioning at Level 3 (Advanced)[3] generally will test at:	Level D or A		Level 5 - 7

[1] Adult learners functioning at the basic level have skills ranging from minimal up to a traditional pre-GED level (grade equivalent 0-4).

[2] Adult learners functioning at the intermediate level have skills ranging from pre-GED up to GED preparation level (grade equivalent 5-8).

[3] Adult learners functioning at the advanced level have skills ranging from GED preparation to postsecondary preparation (grade equivalent 9+).

Most providers find that no single assessment tool meets all of their — or other stakeholders' — informational needs. Some assessment instruments provide diagnostic information on learners' strengths and weaknesses while others are screening tools. Other instruments document learners' progress toward specific criteria or ability to perform specific tasks. For example, the *TABE Survey* can document learners' progress in skill development and provides some diagnostic information, and the *TABE Full Battery* documents progress but provides more detailed diagnostic information. On the other hand, the *TABE* does not provide information about the learners' ability to apply literacy skills in daily living situations. The sample instructional applications of the skill competencies, therefore, can provide ideas for instructors on how learners can apply the skills in daily living situations. Applied performance, such as the *External Diploma Program*, and the *CASAS* can document learners' ability to perform specific tasks; however, it does not necessarily provide information about

individual skills or skill areas that need to be developed or refined. In this case, the competency lists can assist instructors in identifying skills embedded in specific tasks and focus instruction on these areas.

A concern for some adult educators is that standardized instruments do not necessarily address learner-selected goals. Often, these goals are specific, and achieving them is very meaningful to the learners. Although these goals may be included as part of an existing instrument, instructors and learners may not be able to document progress in the one selected goal through testing with that instrument. In this case, the competency lists provide a tool to assist in identifying skills that the learner needs to develop in order to accomplish the selected goal. This information informs the learner's educational plan and focuses instruction. In addition, the information can be used to develop informal yet structured procedures to document the learner's progress toward their selected goal. The learner's successful completion of the plan also can be shared with caseworkers or potential employers, detailing the individual's ability to apply literacy skills to perform specific family or work-related tasks.

The competency lists, therefore, and the connections between the competencies and specific standardized assessment instruments can guide the selection of appropriate tools to measure progress, to link curriculum with assessment, and to ensure that all stakeholders' information needs are being met.

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